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ABSTRACT

This report states that 21 South Carolina school districts are currently implementing "character education" through the Federal Partnerships in Character Education Grant and that in this, the second year of the grant, 17 district applications were selected to receive subgrant awards from the 21 that applied in December 1997. The report details activities that the Character Education Office has undertaken to fulfill the terms of the original grant. It reviews the project status and discusses evaluation activities for the four pilot projects, as well as evaluation activities for the 17 subgrant recipients. The report provides budget information, showing how monies were allocated. It presents supplemental information/changes; most of the changes center around how the character education program is disseminated in South Carolina, specifically the turning away from paper processes towards online information for schools and districts. The report contains two graphs and attachments with information about individual school districts and their character education programs. (BT)

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SOUTH CAROLINA

DEPARTMENT OF EDUCATION

SO 031 004

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PARTNERSHIPS IN CHARACTER EDUCATION

Second Year Performance Report

November 1998

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SOUTH CAROLINA DEPARTMENT OF EDUCATION
CHARACTER EDUCATION GRANT PERFORMANCE REPORT
YEAR TWO

II. Project Summary

In South Carolina a total of twenty-one school districts are currently implementing Character Education through the Federal Partnerships in Character Education Grant. This year, the second year of the grant, 17 district applications were selected to receive subgrant awards from the 21 that applied in December of 1997. The Character Education Office also awarded an additional grant to the Darlington County School District to administer a first-ever Student Character Education Conference. These districts joined the four pilot districts that received the initial federal awards during the first year of the grant.

During 1998 the Character Education Office has fulfilled the terms of the original grant as well as adding new initiatives not anticipated at the initial writing of the grant. New partnerships have broadened the reach of Character Education in the state. Activities include:

- The four pilot districts are partnered as trainers and mentors to the 17 new subgrant recipients.
- Seventeen new district subgrants are awarded through a blind review.
- A partnership with the South Carolina Educational Television, the University of South Carolina and the South Carolina Department of Education is developed to implement a statewide Character Education course.
- A statewide Character Education Partnership Team is established.
- The first-ever Student Character Education Conference is planned.
- The fifth annual statewide Character Education Conference is held.
- The second year evaluation in the pilot districts is administered using focus groups.
- A Character Education Information and Activities form is developed and provided for the 17 subgrant recipients to list strengths and challenges in their local programs.

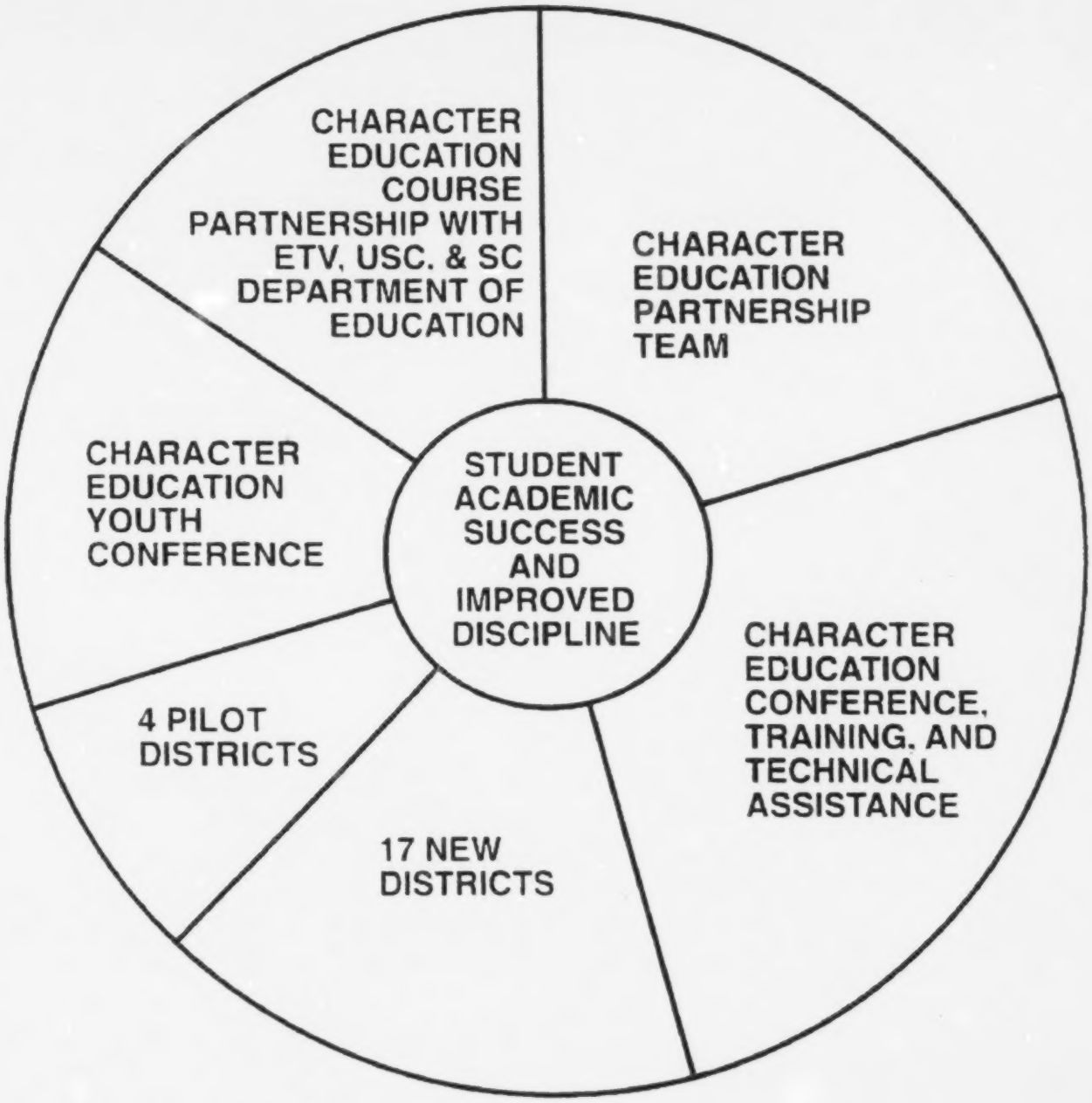
These initiatives are interwoven with the efforts of schools and districts across South Carolina to provide higher levels of academic success for students and to improve discipline.

In June of 1998 the South Carolina Legislature passed the South Carolina Education Accountability Act of 1998. The EAA of 1998 requires all schools to meets levels of academic success never before requested. Character Education has positioned its program to provide support in this effort to raise academic standards.

Trends and positive directions are beginning to confirm the success that those familiar with the merits of Character Education have long expected. The outside evaluators hired through the grant are hesitant to state that Character Education is making a difference; however, evaluations and measures within the four pilot districts do trend in that direction. In South Carolina the momentum is building among teachers, educators and students. Schools and districts in South Carolina are on the march toward building schools and districts of character across the state.

GRAPH 2

ELEMENTS OF CHARACTER EDUCATION IN SOUTH CAROLINA THROUGH THE PARTNERSHIPS IN CHARACTER EDUCATION FEDERAL GRANT: SUPPORTING HIGHER ACADEMIC STANDARDS AND IMPROVED DISCIPLINE FOR ALL STUDENTS


CHARACTER EDUCATION COURSE PARTNERSHIP WITH ETV, USC, & SC DEPARTMENT OF EDUCATION
CHARACTER EDUCATION PARTNERSHIP TEAM
CHARACTER EDUCATION YOUTH CONFERENCE
STUDENT ACADEMIC SUCCESS AND IMPROVED DISCIPLINE
CHARACTER EDUCATION CONFERENCE, TRAINING, AND TECHNICAL ASSISTANCE
4 PILOT DISTRICTS
17 NEW DISTRICTS

III. Project Status

In the original grant submitted to Washington the information written into the grant detailing the second year of the project lists specific activities. Those activities written into the grant are detailed below with actions and programs explained beneath each one. With a few exceptions which will be listed following the summary of activities for year two, the activities have been met.

1. (Number one as written in original grant)Character Partners Program established with up to 25 school districts that will be linked with one of the four pilot districts based on district needs and goals. Extensive professional development and resources will be provided to the 25 Character partners.

The process described below details the process of selection for those 17 districts selected to receive awards the second year of the Character Education Partnership Federal Grant.

- The Character Education Office at the Department developed a competitive grant award process for districts in order to award the subgrants to those districts deemed most worthy of selection.

- On November 17, 1998 subgrant applications were mailed to all district superintendents whose schools had indicated an interest in applying for a Character Education subgrant. Copies were also mailed to each school contact person indicating an interest in the subgrants.

- On December 9, 1998, the due date for the subgrant applications, twenty-one applications were received. The Character Education staff at the Department made copies of the grants and prepared them for a blind review by the subgrant selection committee. The selection committee met on December 11, 1998 and scored each grant. All grants were read twice and there was a third reading for any grant varying in score more than 15 points. The committee elected a chair, agreed upon a cut-off score for the grants to be accepted and signed off on the recommendations. The committee recommended that seventeen grants be awarded.

- In January 1998 the South Carolina Superintendent of Education wrote each superintendent of the districts receiving grants notifying them of the grant award.

- On February 5, 1998 the first training was offered to the 17 new districts and schools receiving Character Education subgrants. Ninety-one persons from the 17 districts attended the all-day training. The four original pilot districts were assigned districts based on proximity and were seated among the districts for which they were providing technical assistance. The total number of participants in the training was

102. The Character Education Office at the Department of Education contracted with Dr. Philip Fitch Vincent of the North Carolina Character Development Group to provide the training. The Character Education Office at the Department of Education also provided the *Character First* book and workbooks as well as packet materials and information for all participants.

- On July 13, 1998 the Character Education Office at the Department of Education offered the second all-day training designed specifically for the 17 districts receiving Character Education grants. Attendance at the mid-summer training totaled 98 participants from the districts receiving grants with 9 persons representing the 4 pilot districts present to provide technical assistance during the day. The Character Education Office at the Department contracted with Dr. Thomas F. Lickona, Professor of Education and Director of the Center for the 4th and 5th R's, to provide the training. The Department also provided copies for each participant of Dr. Lickona's book, *Educating for Character: How Our Schools Can Teach Respect and Responsibility*.

- In July of 1998 the Character Education Office mailed to each district and school participating in the year two subgrants an information and activities form to complete and return by September 28, 1998. The form requests identification of district/school strengths as well as a description of those strengths. The form also requests that districts/schools identify challenges and provide suggestions or explain needs to overcome challenges.

2. (Number two as written in original grant)Regional Character Education seminars and statewide conferences will expand awareness of model programs in South Carolina.

The South Carolina Character Education Leadership Team was broadened in November of 1998 to include representatives from the business community, to include minority representation, to include community members and to bring all four pilot districts to the table. Also serving on the team are the evaluators of the project from the University of South Carolina. The team meets bi-monthly and each meeting's agenda involves updates and information on exemplary Character Education programs. Team members share information and materials in their local districts and schools as well as providing programs on Character Education as requested.

Among the programs and seminars presented include those requested which have addressed a specific population of the state. Some of those programs are listed.

On **February 15, 1998** the Seventh Annual Interfaith Conference, Partners in Dialogue, invited the Character Education Office at the Department to present a program on Solutions to Violence in the Schools. The program was a part of the Conference's breakout sessions and approximately 18 persons attended the session.

The Character Education Office submitted a proposal to present a breakout session at the South Carolina Association for Rural Education Conference held **February 26-27, 1998**. The proposal was accepted and a breakout session with standing room only was presented.

From **February of 1998 through November of 1998** the Character Education Office has been working closely with the Darlington County School District to implement the first-ever statewide Student Character Education Conference. Included in this effort was a special grant to the Darlington County Schools to support this first-ever effort. This is an initiative which was not specified in the original grant to the USDE. The Student Conference has business sponsors and is planned for December 4, 1998.

On **June 10, 1998** the Character Education Office presented a one and one-half hour workshop for the Law Related Education class sponsored by the South Carolina Lawyer`s Association.

On **June 17, 1998** the Character Education Office presented for one hour to Dr. Louise Jennings Education for Diversity: Foundations of Multicultural and Tolerance Education graduate level class.

On **July 28, 1998** the Character Education Office was a part the Tech Prep Conference at the University of South Carolina and presented a breakout session on Character Education.

The largest and most comprehensive opportunity for exposure to model programs in Character Education in South Carolina was **September 17-18,** the 1998 Character Education Conference. The Conference was held in Columbia. The conference title was Character Education: Making a Difference in South Carolina Schools and Communities. The conference offered four general session speakers and twenty-two breakout sessions over the two-day period. Over 445 persons, including teachers, administrators and community members, attended the conference. A breakdown of the evaluation is included as attachment four.

On **October 26, 1998** the Character Education Office presented a breakout session at the Charter Schools Conference.

3. (Number three as written in original grant)Summer seminars will prepare district-level trainers in an intensive process.

The summer seminar was held on July 13, 1998 and was highlighted by Dr. Thomas Lickona. One hundred and four persons from the seventeen districts/schools receiving grants were provided this one-day training. Participants took the information and materials back to the local schools and districts to distribute and to share with other teachers, with students and with the community. Each seminar participant received a copy of *Educating for Character: How Our Schools Can Teach Respect and*

Responsibility by Dr. Lickona.

4. (Number four as originally written in grant)Newsletter publication and dissemination activities with community will continue.

The Character Education Office has not published a newsletter this year. The office has sent mailings of information, materials and conference dates to all persons attending the trainings; however, a specific newsletter has not been published. Updates on national conferences and a compilation of information gathered at the June conference in Washington and the July conference in St. Louis was mailed to the 17 subgrant recipients and to the pilots. The Character Education Office has spent time, effort and resources in developing information to put up on the South Carolina Department of Education website. The website address is www.state.sc.us/sde. This address enables anyone to pull down the Character Education elementary, middle and high school resource guides as well as information on the Character Education Conference and speakers. The website is updated frequently and currently contains the information on the first-ever Student Character Education Conference.

Additional dissemination activities include a new brochure printed in August 1998. The brochure details the Character Education initiative, provides information on contact persons and lists areas of technical assistance and training provided by the South Carolina Department of Education and the Character Education Partnership Team.

5. (Number five as written in original grant)Instructional television programming on model Character Education programs will be broadcast to other districts.

In November of 1997 the Office of Character Education within the Department of Education agreed to partner with the College of Education at the University of South Carolina and South Carolina Educational Television to produce a Character Education video course. In January of 1998 the South Carolina State Superintendent of Education awarded a grant to the College of Education at the University of South Carolina to support the development (USC) and editing (SCETV) of the Character Education course, *Infusing Character Education into the Curriculum K – 12.* The grant was made possible through the monies designated in the federal Character Education Partnership Grant.

In March of 1998 the Character Education Office worked with SCETV and USC in the schools within the pilot districts to film model Character Education programs, teachers and administrators. Further filming of state level persons was completed in May.

At this point, November 1998, the videos have all been through a first edit and it is planned that a pilot video course will be offered beginning February 15, 1999 through the week of May 17, 1999. The course text is *Educating for Character: How Our Schools Can Teach Respect and Responsibility.* The Character Education Office is each pilot district's Distance Education Learning Center will receive SVHS masters in two or three groups. The pilot will be offered for graduate credit only. Each of the twenty-four lessons will have purpose, overview, basic concepts and principles, required reading and

viewing and assignments. There are two parts to each assignment. The first part is an essay assignment followed by a reading assignment. During the summer of 1999 USC will work with SCETV to finalize the requirements for offering the course for recertification as well.

The intent of this course is to provide a practical guide for the infusion and implementation of Character Education in the schools and districts of South Carolina. Due to problems with booking editing time at SCETV, the video course will be offered in February rather than the fall of 1998 as initially proposed in the federal grant.

6. (Number six as written in original grant)Resources at State Clearinghouse will continue to expand.

Quite frankly, this element of the Character Education effort in South Carolina has been the least successful. The Office of Character Education does have videos and materials available. The challenge is to coordinate all of this. There have been opportunities for the pilots to receive and return videos and materials much more frequently than the seventeen districts receiving subgrants. The most useful tool to provide resources for teachers and schools has proven to be the Department website and its link to other Character Education sites.

As the Department of Education downsizes, space for materials, videos and books gets harder and more difficult to acquire and to maintain. Recently, the off-site office housing materials for the Character Education clearinghouse was turned into office space for additional staff. The Character Education materials are currently stored in a small multi-use storage room.

7. (Number seven as written in original grant)Audiobridge and on-line discussion groups will be established within Character Partners structure.

The audiobridge and on-line discussion groups continue to be a goal of the Character Education initiative. It is probably more realistic to expect this to be completed by the end of the third or fourth year of the grant. Already, the pilots are connected through email and commonly communicate between and among each other.

At the summer training seminar on July 13 all participants were exposed to computers with the state web site. During the day-long session participants pulled up the website and discussed the possibility of on-line discussion groups. The pilot districts are involved in online discussion groups and communicate through email.

8. Success of the project implementation, support, and dissemination activities will be assessed on an on-going basis.

Evaluation Activities for the Four Pilot Projects

With the recent passage of the Education Accountability Act of 1998, it is widely

recognized that any program implemented in schools and districts across South Carolina must impact academic success for students. If South Carolina is to meet the requirements of the act, discipline must improve and higher standards must be met. Character Education in this state is positioned to support these goals.

Unfortunately, we do not have specific data which indicates without reservation that the implementation of Character Education makes a difference in the lives of students and the climate of schools. What we do know from talking to teachers, administrators, community members and students is that they believe that the implementation of Character Education is making a difference in the academic lives of students as well as in their behavior.

The Character Education evaluation plan for the four pilot districts has centered around basic information gained from the State Department of Education School Climate Survey. Some of the pilot districts allowed the University of South Carolina evaluation team to insert items reflecting trustworthiness for students, teachers and parents to answer. The evaluation plan has also included a series of phone calls back and forth to districts, bi-monthly reports to the Character Education Partnership Team, individual conversations with the pilot projects, face-to-face behavioral observations, self-reporting measures, standardized instruments and emails. The evaluators collected data in three areas: student data, school data and parent/community support data.

Student Data

Student data indicators gathered from pilot districts through the schools has included the number of absences, the number of tardies to school, the number of tardies to class, the number of after-school detentions, the number of student in-school suspension episodes, the number of student out of school suspension episodes, the number of students referred for services from other agencies, the number of students enrolling in alternative schools, the number of expulsions, the number of disruptive incidents on school buses and the incidence of pregnancy.

School Data

School data indicators include the number of Service Learning projects, the number of awards given for citizenship/service and service club membership.

Parent/Community Support Data

Parent/Community support data indicators include the number of active volunteers and the number of volunteer episodes.

The evaluation team also developed a Character Education Logic Model to assist the pilot districts as well as others interested in Character Education implementation. The evaluation team presented the model at the Character Education Partnership Team Evaluation Design and Implementation meeting held on January 20, 1998. The model begins with the problem identification within the school and includes an increase of

disrespectful, dishonest, and disruptive behaviors among students.

The Character Education Logic Model then moves to the intervention phase, which proposes a comprehensive, district-wide Character Education initiative.

The last two areas of the Character Education Initiative Logic Model include the results and the impact. Those areas are specified below.

The results of intervening with a Character Education initiative include:

- Improved student attitudes
- Improved student behavior
- Enhanced student performance
- Increased parental satisfaction
- Enhanced teacher motivation
- Increased classroom productivity
- Enhanced school/community partnership

The impact of the Character Education intervention includes:

- Students develop positive character traits.
- Students reach their full academic potential.
- Students can successfully enter and compete in the workplace.
- Students can make meaningful contributions to their communities.

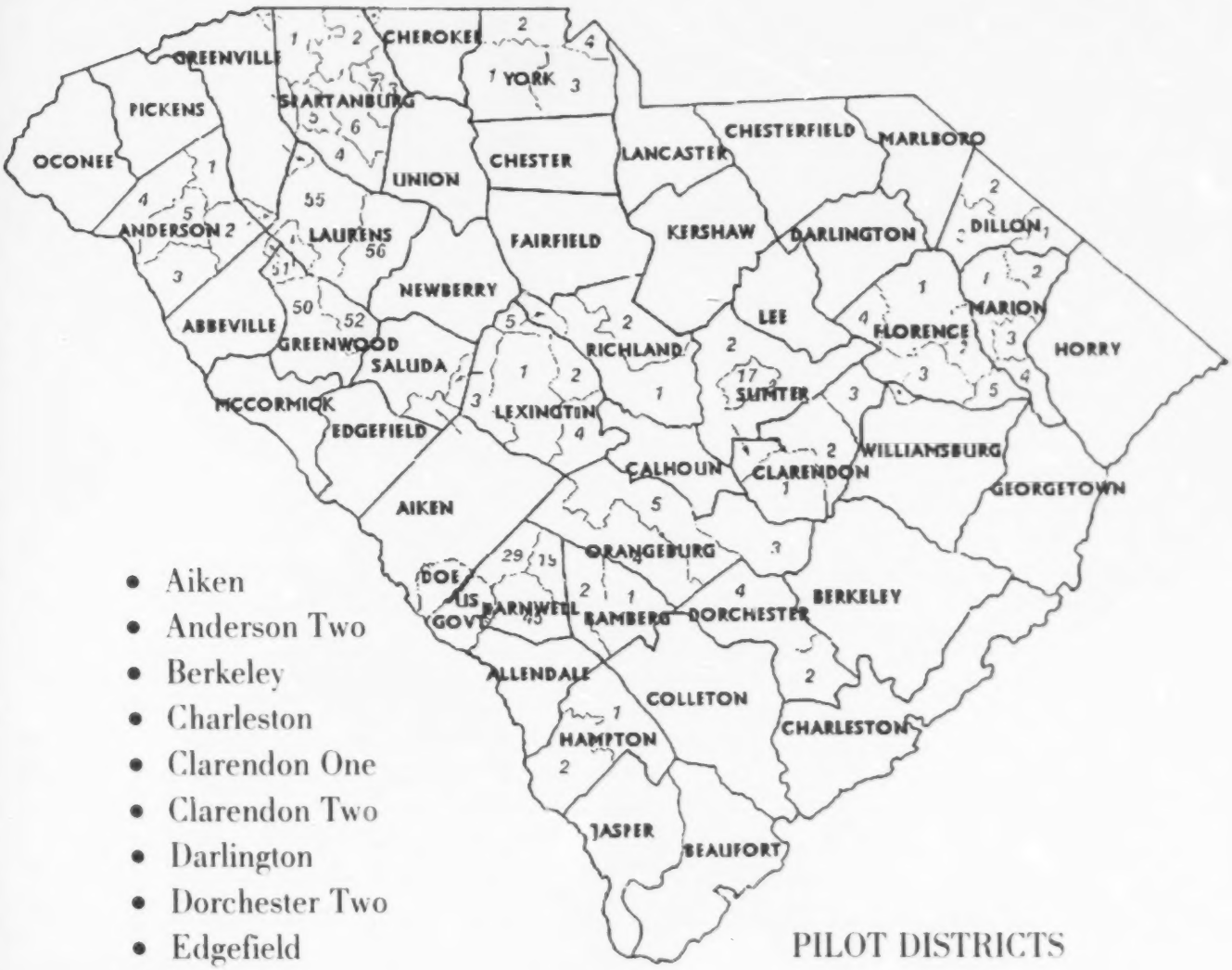
One area of measurement specified in the grant is selection of comparison sites for the purpose of measuring the difference between the pilot project district and schools who implement Character Education programs and those districts and schools which do not implement Character Education. This has not proved feasible as it actually prevents some schools from applying for the subgrants. Following the recommendation of the evaluation team, the Character Education Partnership Team agreed that the use of comparison site schools would not be best for the continued improvement and implementation of Character Education. Selection of comparison sites is no longer a part of the evaluation program for the grant.

Evaluation Activities for the 17 Subgrant Recipients

In August of 1998, following the summer training session for the 17 subgrant recipients, Character Education Information and Activities forms were mailed to each subgrant recipient. The Information and Activities forms contain a list of 10 items and request that each subgrant recipient go through the list and indicate areas of strength. Subgrant recipients then select three areas of strength and describe in detail activities in each area. The final component of the form requests that the subgrant recipients identify from the same list of 10 those areas which proved to be a challenge. . A chart is attached listing the subgrant recipients with the strengths and challenges identified by school. The top three strengths identified were:

S. C. CHARACTER EDUCATION PILOTS

AND 1998 SUBGRANT AWARDS



- Aiken
- Anderson Two
- Berkeley
- Charleston
- Clarendon One
- Clarendon Two
- Darlington
- Dorchester Two
- Edgefield
- Fairfield
- Florence Four
- Greenville
- Lee
- Orangeburg Consolidated Five
- SC Department of Juvenile Justice
- Sumter Two

PILOT DISTRICTS

Florence One
Laurens 55
Marion One
Kershaw
Marion Two

- Integration of Character Education into school activities
- Identity and consensus on character traits
- Infusion of Character Education into curriculum

The top three challenges identified were:
- Community involvement
- Use of technology to support Character Education
- Financial support

IV. Budget Information

During the second year of the grant the federal Character Education budget allocated $155,156.00 of the budget to be used as flow-through to the schools. These monies were allocated as follows:

The four pilot districts, as specified in year two of the grant application, each received $7,500.00. All of the allocations to the pilot districts have been sent to the district office. Each pilot district account shows a zero balance at the state level.

The Character Education Selection Committee which scored the subgrant applications for 1997-1998 selected 17 districts to be funded. All districts selected for funding were funded at the level requested. Two districts, Orangeburg Five and Charleston, were partially funded pending the receipt of additional requested information. The information for these two districts was received and they, too, received the complete funding requested. Districts awarded grants include:

Aiken County Schools	$7000.00
Anderson District Two	$7000.00
Berkeley County Schools	$3174.60
Charleston County Schools	$7000.00
Clarendon One Schools	$7000.00
Clarendon Two Schools	$7000.00
Darlington County Schools	$7000.00
Dorchester County Schools	$6982.00
Edgefield County Schools	$7000.00
Fairfield County Schools	$7000.00
Florence District Four	$7000.00
Greenville County Schools	$7000.00
Kershaw County Schools	$7000.00
Lee County Schools	$7000.00
Sumter District Schools	$7000.00

There were two allocations which were classified under allocations to state agencies. The first was a $7,000.00 grant award to Department of Juvenile Justice Schools. The final allocation was to the University of South Carolina for $10,000.00. This allocation

fulfilled the partnership described in the grant application between USC, South Carolina Educational Television and the South Carolina Department of Education to develop a Character Education course for teachers. All grant awards have been paid and show a zero balance at the state level. There is $28,326.74 remaining in the 1997 allocation to school districts which will be awarded this year. The Character Education Office is requesting that this be labeled as carry-over as well as $20,000.00 which has not been allocated. The total carry-over amount is $48,326.74. The administrative budget for Character Education is $46,473.87. As of today, October 30, 1998, there is $23,650.69.

The Pilots

Some of the pilots have requested in writing that dollars be shifted from one area to the other and the Character Education Office at the Department of Education has done so. Most of the shifts have been reductions in capital outlay and transfers to supplies and materials. One district, Marion 1, as of this date, has requested approximately $5700.00 to be designated as carry-over. Marion 1 will re-categorize this carryover with the anticipated new budget for year 2 of $7000.00 and that has been approved. The pilots' budget narratives and explanations of activities are due in writing to the Department December 31, 1997.

As of this date all pilots have received 50% of their budgets for a total of $93,752.00 and Marion 1 has received their entire budget, bringing the total dispersed thus far to $114,267.00. The total allocated to the pilots is $187,504. The amount remaining to be dispersed is $74,237.

V. Supplemental Information/Changes

Most of the supplemental information and changes have been detailed in the body of this report; however, there are several which need to be mentioned one more time. These changes center around how Character Education is disseminated in South Carolina. The Department of Education has a priority to make technology available to schools and to districts to support higher learning standards and accountability. The Character Education initiative has followed the technological lead by turning away from paper processes and more towards online information for schools and districts. This technology through information on websites such as the Character Education Resource Guide is different from the original federal grant submitted. The Department of Education continues to provide videos, brochures and handouts as requested, but have made the step toward providing materials and information online.

Also, the Character Education Partnership Team has broadened the level of involvement for Character Education to include opportunities for business persons and elected officials. The team is committed to infusing Character Education into schools and communities. The following dates indicate immediate Character Education initiatives.

November 18, 1998 Character Education Grant Selection Committee meets

December 4, 1998	Character Education Student Conference
January 20, 1999	Character Education Partnership Team meets for yearly planning session.
March 31, 1999	Character Education Partnership Team meeting.

Attachments which verify and explain the Character Education efforts during the first year are included for your review.

SOUTH CAROLINA
CHARACTER EDUCATION INFORMATION AND ACTIVITIES
1998 Grant Recipients

DISTRICT	SCHOOL		STRENGTHS	CHALLENGES
Dorchester Two	District Office	3	Infusion of CE into the school curriculum	Community involvement in decisions about programs
		4	Integration of CE into school activities	Use of technology to support CE
		5	Staff development opportunities for CE	
		10	Identification and consensus on character traits to be addressed	
	Windsor Hill Elem	3	Infusion of CE into the school curriculum	
		4	Integration of CE into school activities	
	Oakbrook Middle	3	Infusion of CE into the school curriculum	Community involvement in decisions about programs
		4	Integration of CE into school activities	Staff development opportunities for CE
		8	Provision for adult modeling of positive character traits	Evaluation of the CE program
Greenville	Mountain View Elem	1	Community involvement in decisions about program plan and execution	Development of formal district policy for CE
		3	Infusion of CE into the school curriculum	Use of technology to support CE
		4	Integration of CE into school activities	
		5	Staff development opportunities for CE	
		7	Evaluation of the CE program	
		8	Provisions for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
		O	Partnership with North Greenville College / Teacher Education Program	
Sumter Two	Oakland Primary	3	Infusion of CE into the school curriculum	Development of formal district for CE
		4	Integration of CE into school activities	Financial support for CE programs
		5	Staff development opportunities for CE	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
	F.J. DeLaine Elem	3	Infusion of CE into the school curriculum	Community involvement in decisions about programs
		4	Integration of CE into school activities	Evaluation of the CE Program
		5	Staff development opportunities for CE	Use of technology to support CE
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	

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SOUTH CAROLINA
CHARACTER EDUCATION INFORMATION AND ACTIVITIES
1998 Grant Recipients

DISTRICT	SCHOOL		STRENGTHS	CHALLENGES
Anderson Two	Honea Path Middle	3	Infusion of CE into the school curriculum	Development of formal district policy
		4	Integration of CE into school activities	Financial support for CE programs
		5	Staff development opportunities for CE	Community involvement in decisions about programs
		8	Provision for adult modeling of positive character traits	
Aiken	Hammond Hill Elem	3	Infusion of CE into the school curriculum	Community involvement in decisions about programs
		4	Integration of CE into school activities	Development of formal district policy for CE
		6	Plan and development of financial support of CE effort	Use of technology to support CE
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
		O	Combining school-wide discipline plan with CE	
	Corbett Middle	3	Infusion of CE into the school curriculum	Community involvement in decisions about programs
		4	Integration of CE into school activities	Development of formal district policy for CE
		5	Staff development opportunities for CE	
		6	Plan and development of financial support of CE effort	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		9	Use of technology as a tool to support CE	
		10	Identification and consensus on character traits to be addressed	
Kershaw	Camden Primary	4	Integration of CE into school activities	Development of formal district policy for CE
		9	Use of technology as a tool to support CE	Community involvement in decisions about programs
DJJ	Birchwood High	3	Infusion of CE into the school curriculum	Staff development opportunities for CE
		4	Integration of CE into school activities	Community involvement in decisions about programs
		5	Staff development opportunities for CE	
		6	Plan and development of financial support for CE effort	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
		O	All staff will be trained	

SOUTH CAROLINA
CHARACTER EDUCATION INFORMATION AND ACTIVITIES
1998 Grant Recipients

DISTRICT	SCHOOL		STRENGTHS	CHALLENGES
Edgefield	Strom Thurmond High	1	Community involvement in decisions about program plan and execution	Reduce teenage pregnancy and sexual activity
		2	Development of formal district policy for CE	Curb drinking and drug use
		3	Infusion of CE into the school curriculum	Educate students on character issues
		4	Integration of CE into school activities	
		5	Staff development opportunities for CE	
		6	Plan and development of financial support for CE effort	
		8	Provision for adult modeling of positive character traits	
		9	Use of technology as a tool to support CE	
		10	Identification and consensus on character traits to be addressed	
	JET Middle	2	Development of formal district policy for CE	Community involvement in decisions about programs
		3	Infusion of CE into the school curriculum	Evaluation of the CE program
		4	Integration of CE into school activities	
		5	Staff development opportunities for CE	
		6	Plan and development of financial support for CE effort	
		9	Use of technology as a tool to support CE	
		10	Identification and consensus on character traits to be addressed	
	Johnston Elem	3	Infusion of CE into the school curriculum	
		4	Integration of CE into school activities	
		9	Use of technology as a tool to support CE	
	Douglas Elem	4	Integration of CE into school activities	Community involvement in decisions about programs
		5	Staff development opportunities for CE	Financial support for CE programs
		10	Identification and consensus on character traits to be addressed	Use of technology to support CE
	W.E. Parker Elem	2	Development of formal district policy for CE	Financial support for CE programs
		3	Infusion of CE into the school curriculum	Community involvement in decisions about programs
		4	Integration of CE into school activities	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
	Merriwether Elem	2	Development of formal district policy for CE	Community involvement in decisions about programs
		3	Infusion of CE into the school curriculum	Staff development opportunities for CE
		4	Integration of CE into school activities	Use of technology to support CE
		6	Plan and development of financial support for CE effort	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	

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	Merriwether Middle	1	Community involvement in decisions about program plan and execution	Financial support for CE programs
		2	Development of formal district policy for CE	Infusion of CE into the school curriculum
		3	Infusion of CE into the school curriculum	
		4	Integration of CE into school activities	
		6	Plan and development of financial support for CE effort	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
Darlington	District Office	1	Community involvement in decisions about program plan and execution	Use of technology to support CE
		2	Development of formal district policy for CE	Financial support for CE programs
		3	Infusion of CE into the school curriculum	
		5	Staff development opportunities for CE	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
		O	Sharing goals with the community	
	Adult Education	2	Development of formal district policy for CE	
		3	Infusion of CE into the school curriculum	
		4	Integration of CE into school activities	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
	Brockington Elem	1	Community involvement in decisions about program plan and execution	Community involvement in decisions about programs
		2	Development of formal district policy for CE	
		3	Infusion of CE into the school curriculum	
		4	Integration of CE into school activities	
		5	Staff development opportunities for CE	
		6	Plan and development of financial support for CE effort	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
	Brunson Dargan Elem	1	Community involvement in decisions about program plan and execution	Infusion of CE into the school curriculum
		2	Development of formal district policy for CE	Integration of CE into school activities
		5	Staff development opportunities for CE	Use of technology to support CE
		7	Evaluation of the CE program	

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		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
	Cain Elementary	2	Development of formal district policy for CE	Use of technology to support CE
		3	Infusion of CE into the school curriculum	Staff development opportunities for CE
		4	Integration of CE into school activities	
		5	Staff development opportunities for CE	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
	Carolina Elem	1	Community involvement in decisions about program plan and execution	Use of technology to support CE
		2	Development of formal district policy for CE	
		3	Infusion of CE into the school curriculum	
		4	Integration of CE into school activities	
		5	Staff development opportunities for CE	
		6	Plan and development of financial support for CE effort	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		9	Use of technology as a tool to support CE	
		10	Identification and consensus on character traits to be addressed	
	Darlington ALERT	1	Community involvement in decisions about program plan and execution	Community involvement in decisions about programs
		2	Development of formal district policy for CE	
		3	Infusion of CE into the school curriculum	
		4	Integration of CE into school activities	
		5	Staff development opportunities for CE	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
	Darlington High	1	Community involvement in decisions about program plan and execution	Financial support to support CE
		2	Development of formal district policy for CE	
		3	Infusion of CE into the school curriculum	
		5	Staff development opportunities for CE	
		6	Plan and development of financial support for CE effort	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	

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DISTRICT	SCHOOL		STRENGTHS	CHALLENGES
	Darlington Jr. High	2	Development of formal district policy for CE	Community involvement in decisions about programs
		8	Provision for adult modeling of positive character traits	Staff development opportunities for CE
		9	Use of technology as a tool to support CE	
	Hartsville ALERT	2	Development of formal district policy for CE	Community involvement in decisions about programs
		3	Infusion of CE into the school curriculum	
		4	Integration of CE into school activities	
		7	Evaluation of the CE program	
		9	Use of technology as a tool to support CE	
		10	Identification and consensus on character traits to be addressed	
	Hartsville Jr. High	1	Community involvement in decisions about program plan and execution	Infusion of CE into the school curriculum
		2	Development of formal district policy for CE	Community involvement in decisions about programs
		4	Integration of CE into school activities	
		5	Staff development opportunities for CE	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		9	Use of technology as a tool to support CE	
		10	Identification and consensus on character traits to be addressed	
		O	Community service programs	
	Lamar Elem	1	Community involvement in decisions about program plan and execution	Infusion of CE into the school curriculum
		2	Development of formal district policy for CE	
		4	Integration of CE into school activities	
		5	Staff development opportunities for CE	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
	Lamar High	2	Development of formal district policy for CE	Community involvement in decisions about programs
		3	Infusion of CE into the school curriculum	
		4	Integration of CE into school activities	
		8	Provision for adult modeling of positive character traits	
	Mayo High	1	Community involvement in decisions about program plan and execution	Use of technology to support CE
		2	Development of formal district policy for CE	Financial support for CE programs
		3	Infusion of CE into the school curriculum	Provision for adult modeling of positive character traits
		4	Integration of CE into school activities	
		5	Staff development opportunities for CE	
		7	Evaluation of the CE program	

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		10	Identification and consensus on character traits to be addressed	
	North Hartsville Elem	2	Development of formal district policy for CE	Financial support for CE programs
		3	Infusion of CE into the school curriculum	Provision for adult modeling of positive character traits
		4	Integration of CE into school activities	Community involvement in decisions about programs
		5	Staff development opportunities for CE	
		7	Evaluation of the CE program	
		10	Identification and consensus on character traits to be addressed	
	Pate Elem	2	Development of formal district policy for CE	Community involvement in decisions about programs
		3	Infusion of CE into the school curriculum	Financial support for CE programs
		4	Integration of CE into school activities	
		5	Staff development opportunities for CE	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		9	Use of technology as a tool to support CE	
		10	Identification and consensus on character traits to be addressed	
	Rosenwald / St. David's Elem	1	Community involvement in decisions about program plan and execution	Use of technology to support CE
		2	Development of formal district policy for CE	Staff development opportunities for CE
		3	Infusion of CE into the school curriculum	
		4	Integration of CE into school activities	
		6	Plan and development of financial support for CE effort	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
	Sonovista Elem	1	Community involvement in decisions about program plan and execution	Provision for adult modeling of positive character traits
		2	Development of formal district policy for CE	
		3	Infusion of CE into the school curriculum	
		4	Integration of CE into school activities	
		5	Staff development opportunities for CE	
		6	Plan and development of financial support for CE effort	
		7	Evaluation of the CE program	
		10	Identification and consensus on character traits to be addressed	
	Southside Early Childhood	1	Community involvement in decisions about program plan and execution	Use of technology to support CE
		2	Development of formal district policy for CE	Staff development opportunities for CE
		3	Infusion of CE into the school curriculum	
		4	Integration of CE into school activities	

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		6	Plan and development of financial support for CE effort	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
	Spaulding Elem	2	Development of formal district policy for CE	Community involvement in decisions about programs
		3	Infusion of CE into the school curriculum	
		4	Integration of CE into school activities	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
	Spaulding Jr. High	2	Development of formal district policy for CE	
		3	Infusion of CE into the school curriculum	
		4	Integration of CE into school activities	
		5	Staff development opportunities for CE	
		6	Plan and development of financial support for CE effort	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		10	Identification and consensus on character traits to be addressed	
	St. John's Elem	1	Community involvement in decisions about program plan and execution	Staff development opportunities for CE
		2	Development of formal district policy for CE	
		3	Infusion of CE into the school curriculum	
		4	Integration of CE into school activities	
		7	Evaluation of the CE program	
		8	Provision for adult modeling of positive character traits	
		9	Use of technology as a tool to support CE	
		10	Identification and consensus on character traits to be addressed	
	Thornwell Elem	2	Development of formal district policy for CE	Infusion of CE into the school curriculum
		5	Staff development opportunities for CE	
		7	Evaluation of the CE program	
		10	Identification and consensus on character traits to be addressed	
	Washington Street Elem	2	Development of formal district policy for CE	Community involvement in decisions about programs
		3	Infusion of CE into the school curriculum	
		4	Integration of CE into school activities	
		5	Staff development opportunities for CE	
		6	Plan and development of financial support for CE effort	
		7	Evaluation of the CE program	

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		8 Provision for adult modeling of positive character traits	
		10 Identification and consensus on character traits to be addressed	
	West Hartsville Elem	1 Community involvement in decisions about program plan and execution	Staff development opportunities for CE
		2 Development of formal district policy for CE	Infusion of CE into the school curriculum
		3 Infusion of CE into the school curriculum	Provision for adult modeling of positive character traits
		6 Plan and development of financial support for CE effort	
		7 Evaluation of the CE program	
		10 Identification and consensus on character traits to be addressed	
Charleston	Pepperhill Elem	1 Community involvement in decisions about program plan and execution	
		4 Integration of CE into school activities	
		10 Identification and consensus on character traits to be addressed	
Clarendon Two	Manning Middle	3 Infusion of CE into the school curriculum	Development of formal district policy for CE
		4 Integration of CE into school activities	Evaluation of the CE program
		9 Use of technology as a tool to support CE	
		10 Identification and consensus on character traits to be addressed	
Florence Four	Johnson Middle	3 Infusion of CE into the school curriculum	Evaluation of the CE program
		4 Integration of CE into school activities	Use of technology as a tool to support CE
		5 Staff development opportunities for CE	
		8 Provision for adult modeling of positive character traits	
		10 Identification and consensus on character traits to be addressed	
Clarendon One	Scott's Branch High	3 Infusion of CE into the school curriculum	Development of formal district policy for CE
		4 Integration of CE into school activities	Integration of CE into school activities
		9 Use of technology as a tool to support CE	
	St. Paul Primary and Scott's Branch Elem	2 Development of formal district policy for CE	Community involvement in decisions about programs
		3 Infusion of CE into the school curriculum	Staff development opportunities for CE
		4 Integration of CE into school activities	
		6 Plan and development of financial support for CE effort	

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DISTRICT	SCHOOL		STRENGTHS		CHALLENGES
		7	Evaluation of the CE program		
		8	Provision for adult modeling of positive character traits		
		9	Use of technology as a tool to support CE		
		10	Identification and consensus on character traits to be addressed		